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ABSTRACT

In fall, 1996, the San Diego Community College District undertook a self-study period to prepare for the Accrediting Commission for Community and Junior Colleges (ACCJC) visit in 1998. Faculty, staff, and students at San Diego Miramar College were asked if the College met the 10 standards of the ACCJC as evidence of "good educational practices." Five surveys were distributed: (1) Faculty Accreditation Surveys; (2) Adjunct Faculty Accreditation Surveys; (3) Staff Accreditation Surveys; and (4) Accreditation Student Surveys; and (5) Campus Climate Surveys. Data tables list return rates and are arranged by faculty, staff, and student surveys. Survey results are arranged by "standard" for: standard one--institutional mission; standard two--institutional integrity; standard three--institutional effectiveness; standard four--educational programs; standard five--student support and development; standard six--information and learning resources; standard seven--faculty and staff; standard eight--physical resources; standard nine--financial resources; and standard ten--institutional governance. Study findings included the following: (1) though faculty were more likely than staff to be familiar with the mission statement (86.8% compared to 81.8%), they were less likely to believe in its effectiveness (66.7% compared to 60.0%); (2) About three quarters of the faculty and staff believe that Miramar represents itself honestly and accurately; (3) the majority of faculty (97.3%) and students (90.7%) were pleased with the quality of teaching and instruction; (4) 27% of the faculty felt that student services had sufficient staff resources; 22.7% of the staff agreed; (5) 93.3% of the students and 56.8% of the faculty reported that the library was open when they needed it; (6) most of the faculty (68.4%), staff (95.8%0 and students (89.3%) thought that the campus was adequately maintained; and (7) 72.2% of the faculty and 81.8% of the staff felt that their senate met its responsibilities. (YKH)

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ED 413 004

# San Diego City College

## Accreditation Survey Report

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## Fall, 1996

JC 970 560



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San Diego Miramar College

Accreditation Survey Report

Author: Gail M. Takahata & William B. Armstrong

Publication year: Fall, 1996

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Miramar College Accreditation Surveys
Fall, 1996

## BACKGROUND AND METHODOLOGY

Each of the colleges in the San Diego Community College District (SDCCD) is currently accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges. The Commission requires that affiliate institutions undergo periodic self evaluation and peer review:

1. "To assure the educational community, the general public, and other organizations and agencies that an institution has clearly defined objectives appropriate to postsecondary education, has established conditions under which their achievement can reasonably be expected, appears in fact to be accomplishing them substantially, is so organized, staffed, and supported that it can be expected to continue to do so, and meets Commission standards" (ACCJC, 1996).

2. "To encourage institutional development and improvement through self study and periodic evaluation by qualified peer professionals" (ACCJC, 1996).

City, Mesa, and Miramar Colleges are in the process of preparing for an accreditation visit in 1998. The 1996-1997 academic year is an accreditation self study period for the three colleges.

In order to demonstrate institutional integrity, quality, and effectiveness, the colleges must provide evidence of "good educational practice" by addressing the ten standards identified by the ACCJC. To support the college needs for evidence of good educational practices, the Research Office conducted several activities.

Starting at the end of the spring, 1996 semester, the Accreditation Data Needs Taskforce was convened. The purpose of this taskforce was to identify, coordinate, and support the research and evidence needs for the Self-Study process at the three colleges. Included on this taskforce were the three college Self-study chairs, the Miramar and Mesa College Vice Presidents of Instruction, the City College Vice President of Student Services, the Assistant Chancellor for Student Services, and the Research Office staff. This taskforce identified research needs and reviewed drafts of surveys to be given during the Fall 1996 semester to the faculty, staff, and students. The following activities have been completed:

1. **Faculty Accreditation Surveys** were distributed to all contract faculty (classroom and non-classroom) at City, Mesa, and Miramar Colleges in late August, 1996. A second survey was distributed in late September to faculty who did not respond to the first survey. Surveys were returned to the Research Office, where the responses were scored, coded, tabulated, and analyzed. The response rates were approximately 48% (Table 1).

2. **Adjunct Faculty Accreditation Surveys** were placed in faculty mailboxes in late August at City and Miramar Colleges, and sent through campus mail to the Mesa adjunct faculty. Approximately 850 surveys were distributed. Response rates varied dramatically by college, ranging from 5% to 17.5%.

3. **Staff Accreditation Surveys** were handed out during the Classified Staff Breakfast meeting hosted at Mesa College, whereas at City and Miramar Colleges, the surveys were sent to respondents via school mail. As with the Faculty Accreditation Surveys a census approach was used. The Research Office attempted to survey all staff at the colleges. The response rates were in the 30% range.

4. **Accreditation Student Surveys** were sent to a random sample of classes (equivalent to 15% of the total student population at first census) at each of the three colleges and ECC. Two weeks prior to administering the surveys, letters were sent to the instructor of the classes selected for surveying asking for their participation. In addition, the Academic Senate Presidents at Mesa and City Colleges, and the self study chair at Miramar personally solicited participation from the faculty whose classes were selected for surveying. With these efforts the Research Office was able to achieve over a 90% response rate to the student survey.

5. Additional student survey data were gathered using the telephone registration system during the Spring 1996 and Fall 1996 semesters. The Accreditation Data Needs Taskforce selected the questions from a list developed by the Research Office. These responses were also analyzed and included in this report. To address certain standards related to Campus Climate, responses were taken from the Student, Faculty, and Staff **Campus Climate Surveys** conducted recently.

For brevity and clarity, two conventions are used throughout the report. First, "faculty" and "staff" refer only to faculty and staff who responded to a particular question (not all faculty and staff at a college). Second, the term "agree" includes "agree" and "strongly agree" responses; "disagree" includes "disagree" and "strongly disagree" responses. Further, reported percentages are based on the number of respondents (i.e., does not include "don't know" and no responses). Although many of the responses can be included as evidence for more than one standard, they are reported only once under the most appropriate standard. Due to the limited number of surveys returned to the Research Office, caution should be used when interpreting the data. Inferences should be limited to the survey population only (i.e., data cannot reliably be extrapolated to the entire college population).

# RETURN RATES
## FACULTY, STAFF, AND STUDENT ACCREDITATION SURVEYS
## (AS OF 10/15/96)

## FACULTY SURVEYS

| Campus | CONTRACT | | | ADJUNCT | | | BOTH * | | |
|---|---|---|---|---|---|---|---|---|---|
| | Distributed | Returned | Return Rate | Distributed | Returned | Return Rate | Total Distributed | Total Returned | Return Rate |
| City | 166 | 79 | 47.6% | 275 | 29 | 10.5% | 441 | 111 | 25.2% |
| Mesa | 230 | 105 | 45.7% | 360 | 63 | 17.5% | 590 | 177 | 30.0% |
| Miramar | 60 | 31 | 51.7% | 150 | 7 | 4.7% | 210 | 40 | 19.0% |
| ECC | N/A | N/A | N/A | 65 | 7 | 10.8% | 65 | 8 | 12.3% |

* Includes unknown position status

## STAFF SURVEYS

| CAMPUS | Distributed | Returned | Return Rate |
|---|---|---|---|
| City | 200 | 64 | 32.0% |
| Mesa | 275 | 86 | 31.3% |
| Miramar | 83 | 24 | 28.9% |
| ECC | 15 | 7 | 46.7% |

## STUDENT SURVEYS

| CAMPUS | CLASS RESPONSE | | | STUDENT RESPONSE | |
|---|---|---|---|---|---|
| | Distributed | Returned | Return Rate | N | % |
| CITY | 79 | 74 | 93.7% | 1773 | 14.1 |
| MESA | 106 | 93 | 87.7% | 2576 | 12.4 |
| MIRAMAR | 39 | 37 | 94.9% | 900 | 14.1 |
| ECC | 9 | 8 | 88.9% | 155 | 15.0 |

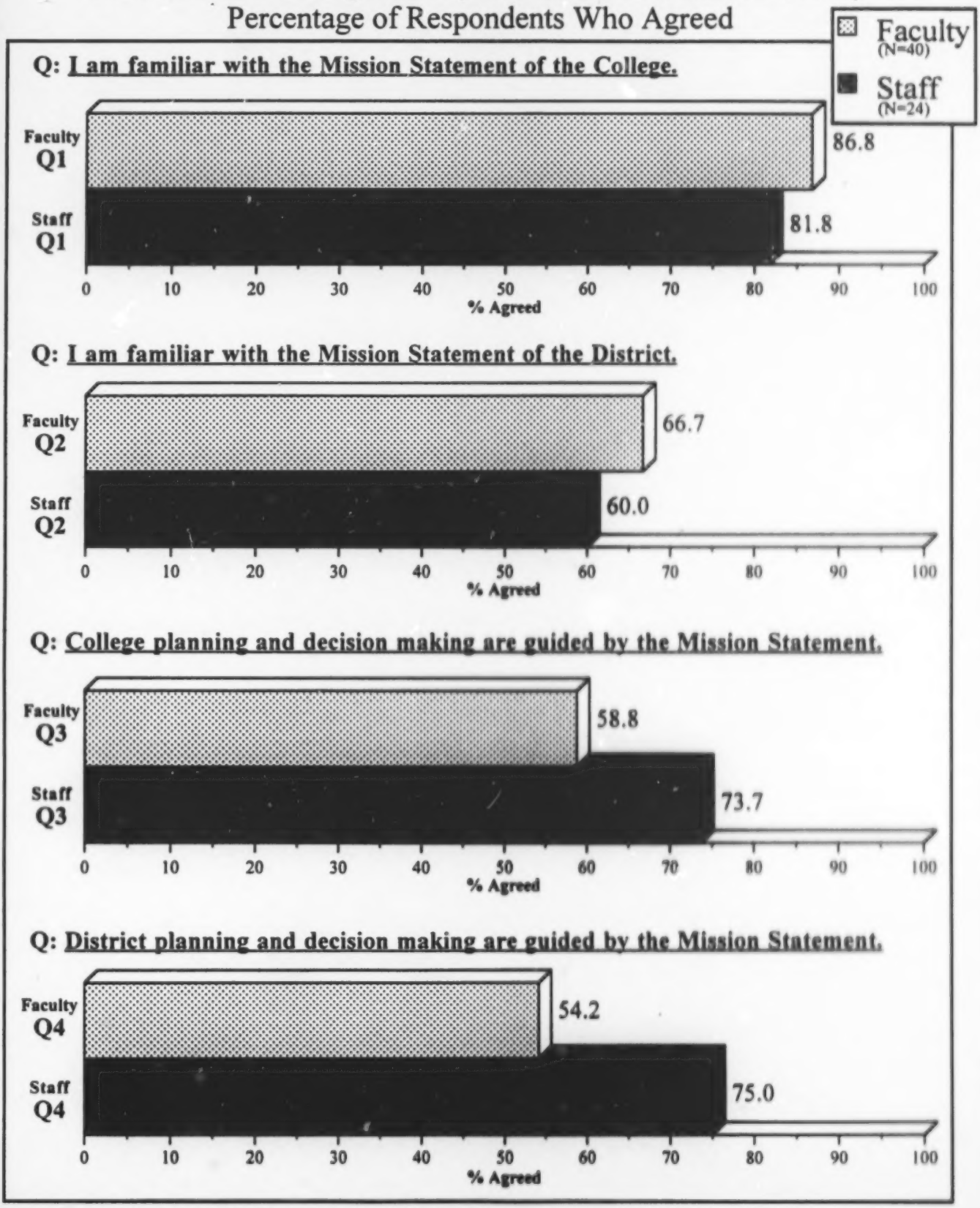
*Prepared by: Research & Planning*

STANDARD ONE: INSTITUTIONAL MISSION

**The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.**

Miramar faculty were slightly more likely than Miramar staff to indicate familiarity with the mission statement of the College (86.8% compared to 81.8%) and of the District (66.7% compared to 60.0%). They were, however, less likely than staff to think that College planning and decision making are guided by the mission statement (58.8% faculty compared 73.7% staff). Faculty were also less likely than staff to report that District planning and decision making are guided by the mission statement (54.2% compared to 75.0%).

# Standard One: Institutional Mission
## 1996 Miramar College Faculty and Staff Accreditation Survey
## Percentage of Respondents Who Agreed


Faculty (N=40)
Staff (N=24)
Q: I am familiar with the Mission Statement of the College.
Faculty Q1
86.8
Staff Q1
81.8
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: I am familiar with the Mission Statement of the District.
Faculty Q2
66.7
Staff Q2
60.0
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: College planning and decision making are guided by the Mission Statement.
Faculty Q3
58.8
Staff Q3
73.7
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: District planning and decision making are guided by the Mission Statement.
Faculty Q4
54.2
Staff Q4
75.0
0 10 20 30 40 50 60 70 80 90 100
% Agreed

Percent agreed includes respondents who reported agreed and strongly agreed.
Research and Planning December 5, '96

STANDARD TWO: INSTITUTIONAL INTEGRITY

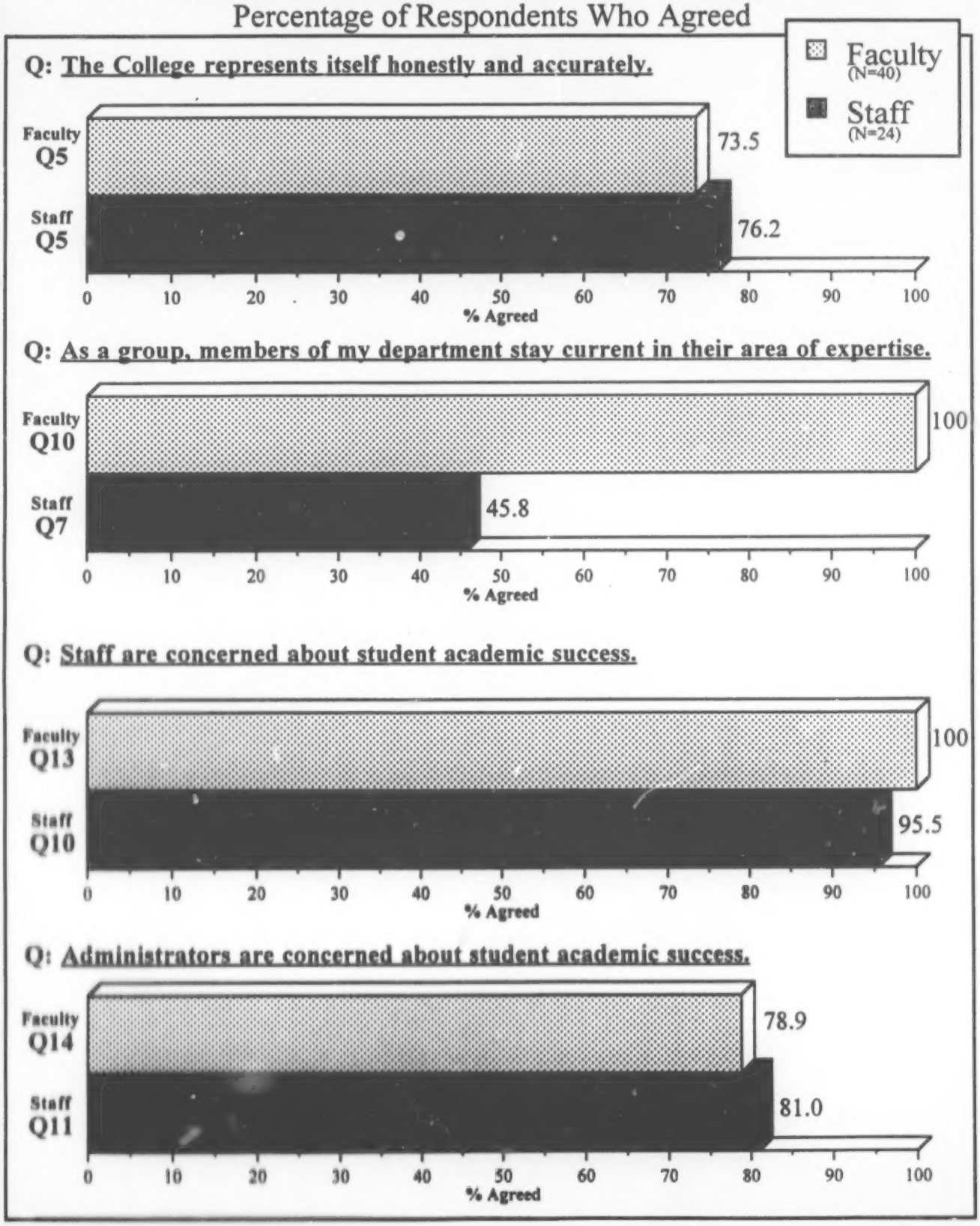
**The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.**

About three-quarters of the faculty (73.5%) and staff (76.2%) respondents believe that Miramar represents itself honestly and accurately. All of the faculty respondents (100%) agreed that faculty attempt to be fair and objective in the presentation of course materials and that they are familiar with the College policies on plagiarism and academic honesty. Slightly fewer students (90.8%) indicated that faculty attempt to be fair and objective in the presentation of course materials; nearly one-third fewer students (72.4%) than faculty reported that they were familiar with the College policies on plagiarism and academic honesty. Eighty percent of students (80.5%) thought that official College publications are precise, accurate, and current, as did 62.2% of faculty and 50.0% of staff.

All of the faculty respondents indicated that members of their department stay current in their area of expertise; less than half of Miramar staff (45.8%) thought members of their department stay current in their area of expertise. Most respondents felt that they are personally treated with respect at Miramar College (85.0% faculty, 79.2% staff, 92.4% students).

The majority of faculty (97.4%), staff (86.4%), and students (80.3%) felt that faculty are concerned about student academic success. All of the faculty (100%) and almost all of the staff (95.5%) agreed that staff are concerned about student academic success. A slightly smaller proportion thought that administrators are concerned about student academic success (78.9% faculty, 81.0% staff).

# Standard Two: Institutional Integrity
## 1996 Miramar College Faculty and Staff Accreditation Survey
## Percentage of Respondents Who Agreed

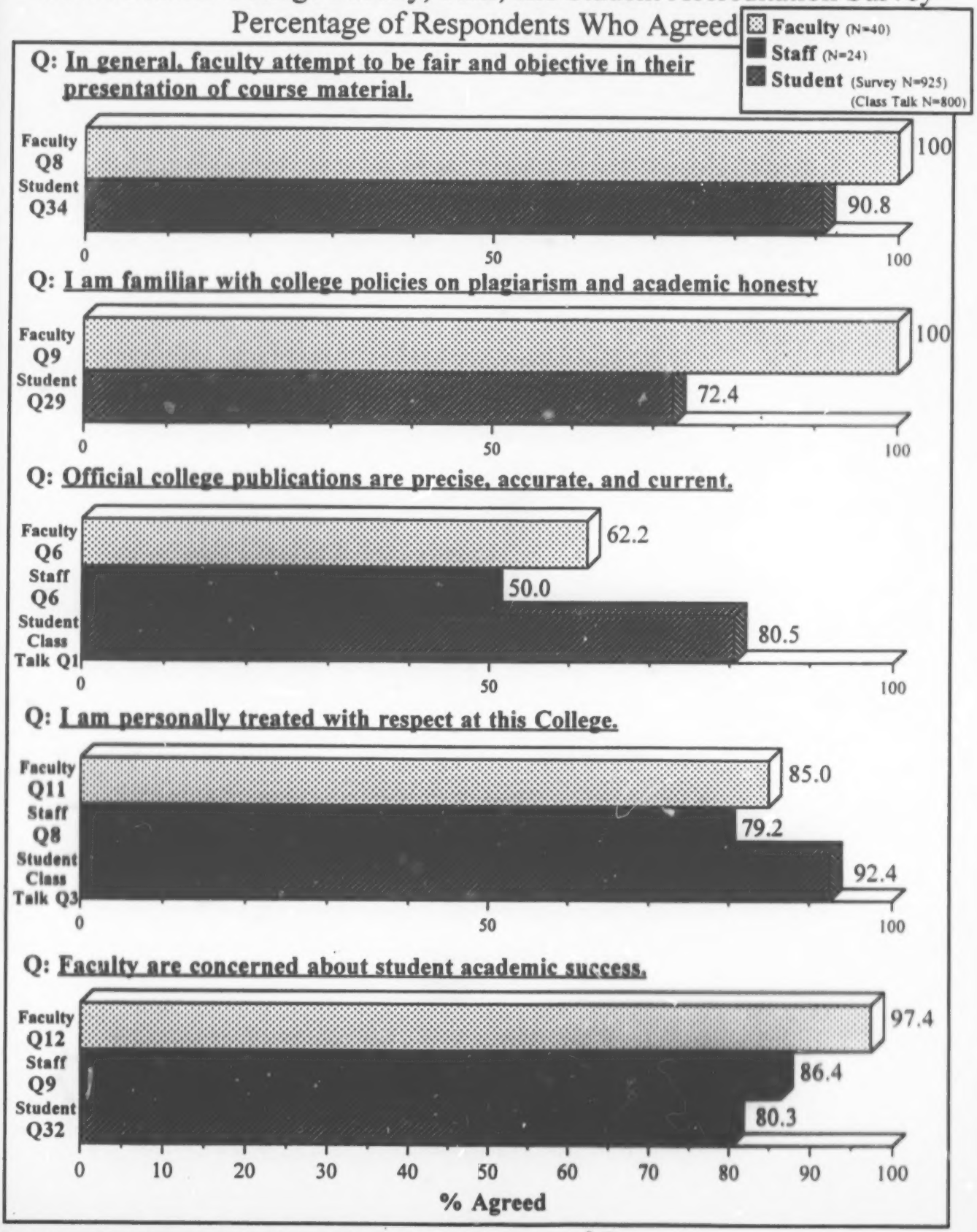

Faculty (N=40)
Staff (N=24)
Q: The College represents itself honestly and accurately.
Faculty Q5
73.5
Staff Q5
76.2
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: As a group, members of my department stay current in their area of expertise.
Faculty Q10
100
Staff Q7
45.8
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Staff are concerned about student academic success.
Faculty Q13
100
Staff Q10
95.5
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Administrators are concerned about student academic success.
Faculty Q14
78.9
Staff Q11
81.0
0 10 20 30 40 50 60 70 80 90 100
% Agreed

Percent agreed includes respondents who reported agreed and strongly agreed.



Research and Planning December 5, '96

# Standard Two: Institutional Integrity
## 1996 Miramar College Faculty, Staff, and Student Accreditation Survey
### Percentage of Respondents Who Agreed




Percent agreed includes respondents who reported agreed and strongly agreed.



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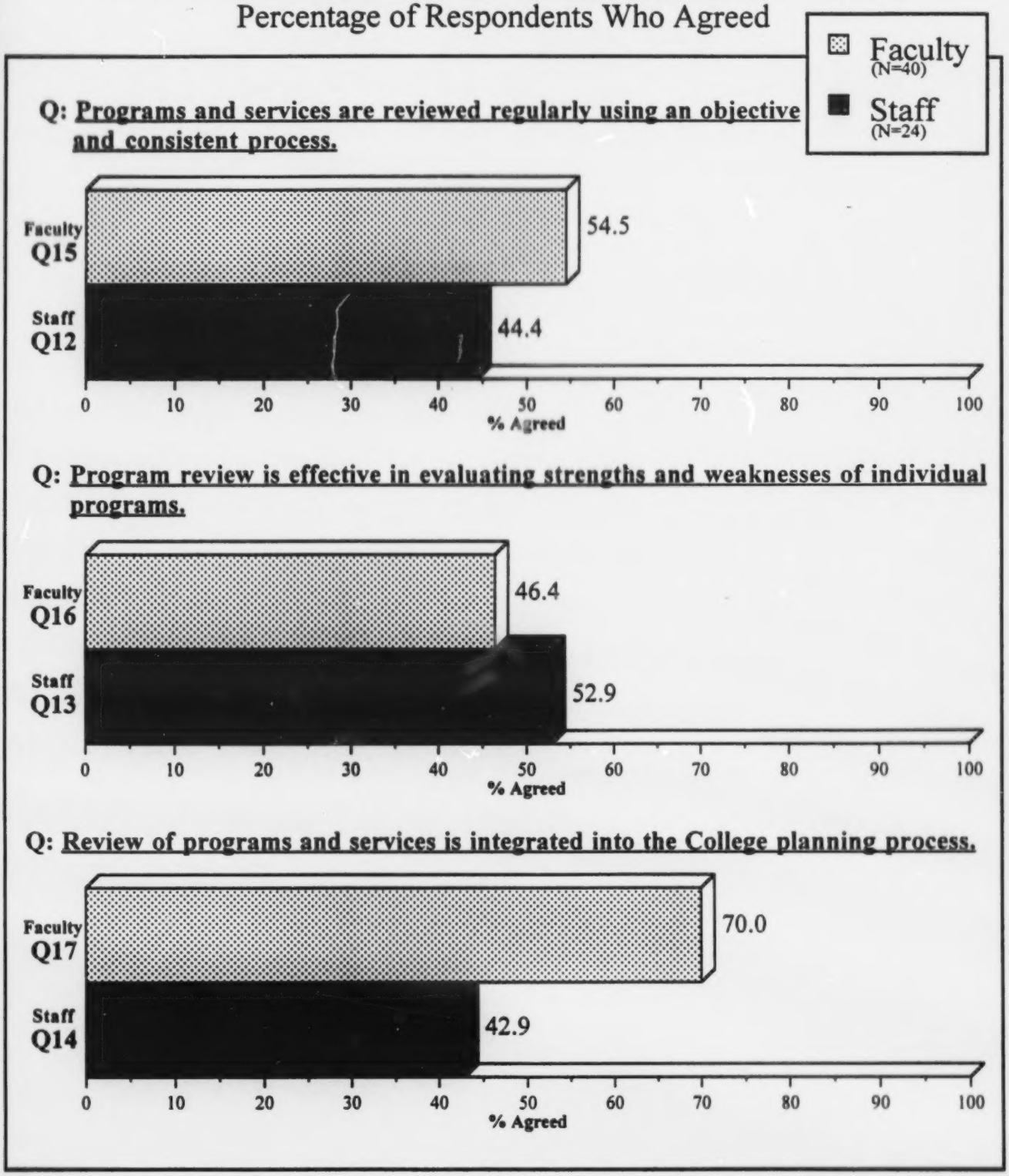
STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

**The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.**

Miramar faculty (54.5%) were more likely than staff (44.4%) to indicate that programs and services are reviewed regularly using an objective and consistent process, but were slightly less likely than staff to think that program review is effective in evaluating strengths and weaknesses of individual programs (46.4% faculty, 52.9% staff). Seventy percent of faculty respondents, compared to 42.9% of staff respondents, said that review of programs and services is integrated into the College planning process.

# Standard Three: Institutional Effectiveness
## 1996 Miramar College Faculty and Staff Accreditation Survey
## Percentage of Respondents Who Agreed


Faculty (N=40)
Staff (N=24)
Q: Programs and services are reviewed regularly using an objective and consistent process.
Faculty Q15
54.5
Staff Q12
44.4
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Program review is effective in evaluating strengths and weaknesses of individual programs.
Faculty Q16
46.4
Staff Q13
52.9
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Review of programs and services is integrated into the College planning process.
Faculty Q17
70.0
Staff Q14
42.9
0 10 20 30 40 50 60 70 80 90 100
% Agreed

Percent agreed includes respondents who reported agreed and strongly agreed.
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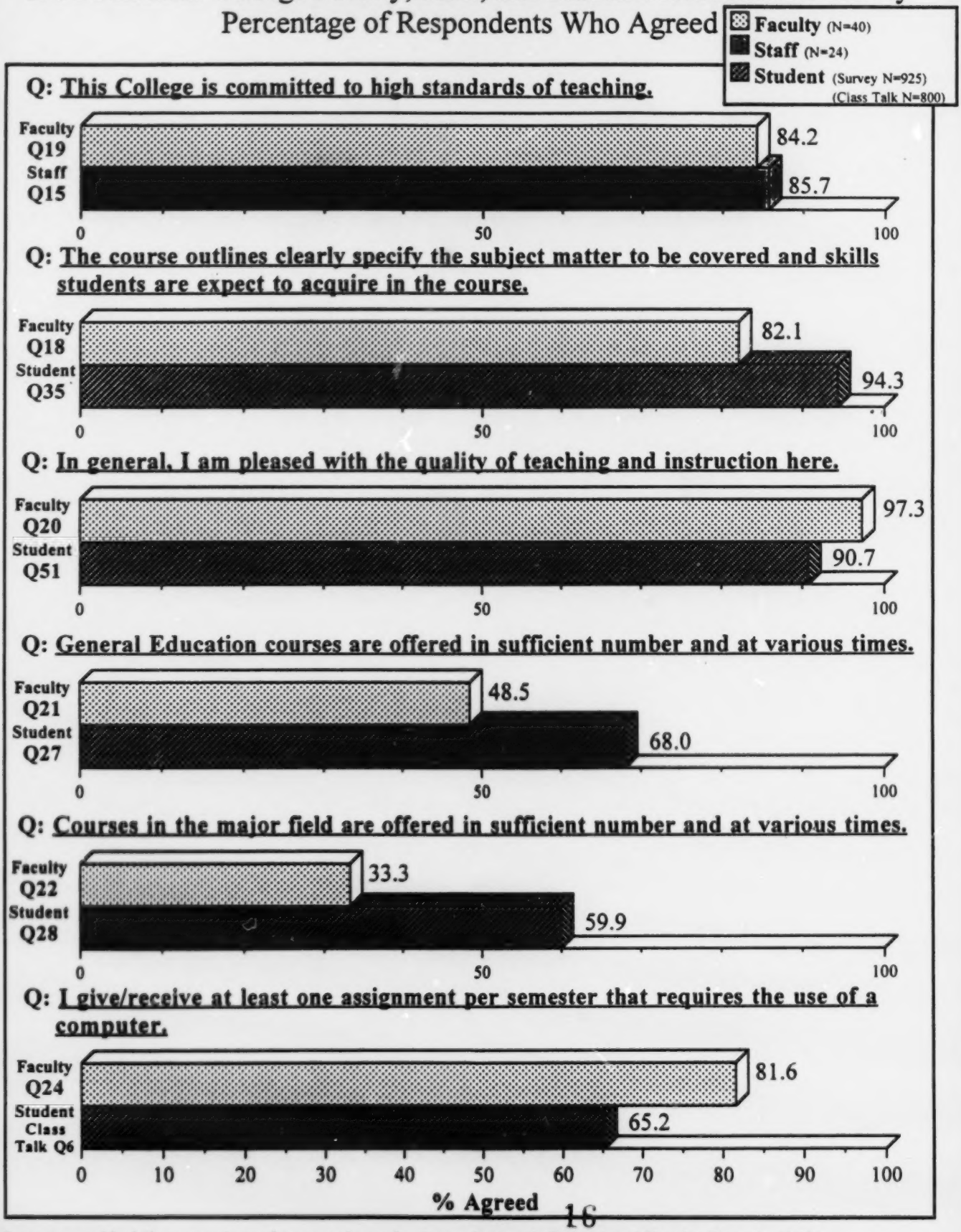
STANDARD FOUR: EDUCATIONAL PROGRAMS

**The institution offers collegiate-level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.**

The vast majority of faculty (97.3%) and student (90.7%) respondents reported being pleased with the quality of teaching and instruction at Miramar College. About 85% of faculty (84.2%) and staff (85.7%) thought that Miramar College is committed to high standards of teaching.

Over ninety percent of students (94.3%) stated that the course outlines clearly specify the subject matter to be covered and skills students are expected to acquire in the course; 82.1% of faculty agreed. Students (68.0%) were more likely than faculty (48.5%) to indicate that general education courses are offered in sufficient number and at various times for students to complete their program within a reasonable period of time. They were also more likely than faculty to say that courses in their major field are offered in sufficient number and at various times for them to complete their program within a reasonable period of time (59.9% students compared to 33.3% faculty). Eighty-two percent of faculty (81.6%) reported giving at least one assignment per semester that requires the use of a computer; 65.2% of students reported receiving such an assignment.

# Standard Four: Educational Programs
## 1996 Miramar College Faculty, Staff, and Student Accreditation Survey
## Percentage of Respondents Who Agreed






Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96

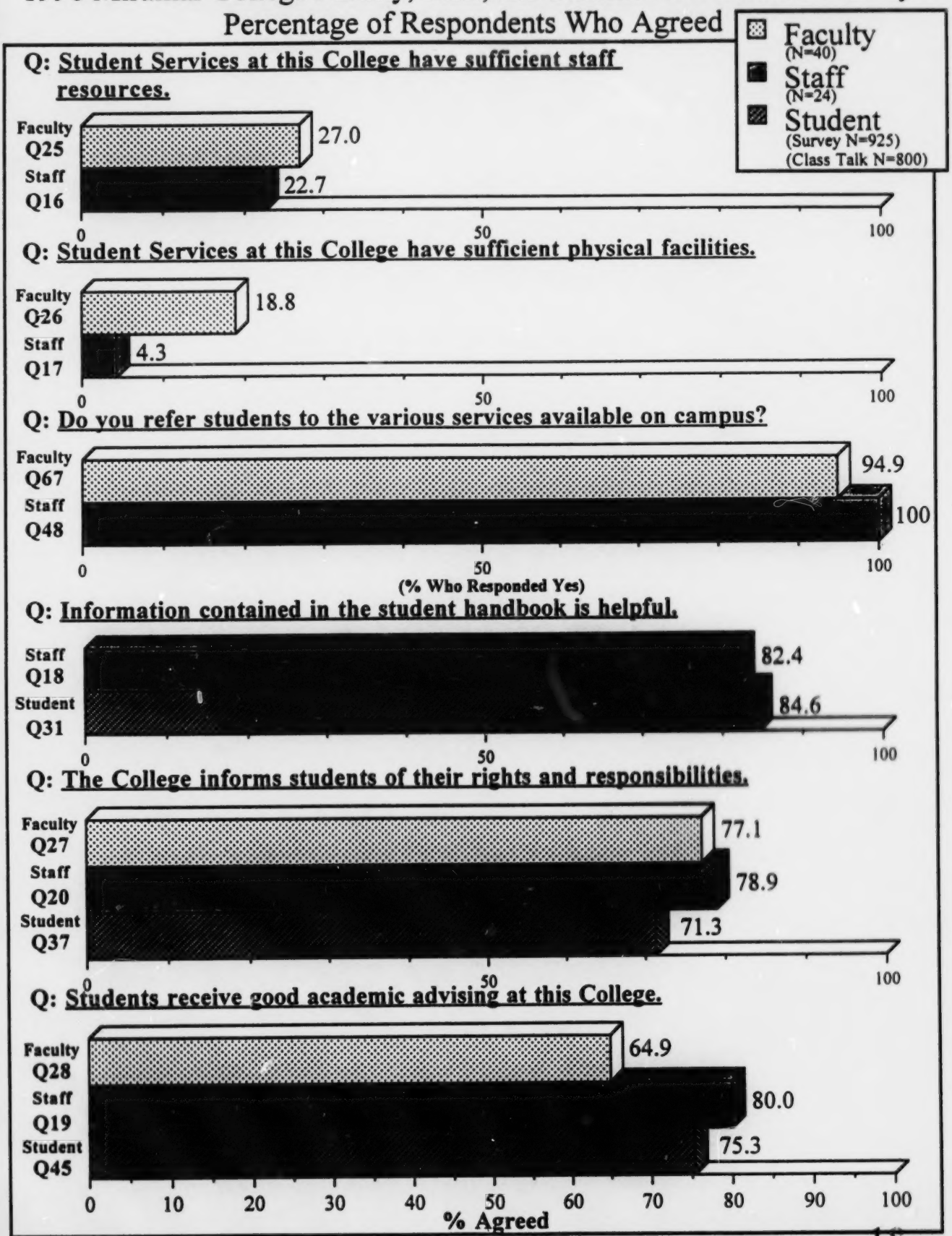
STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

**The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.**

Twenty-seven percent of faculty indicated that student services at Miramar have sufficient staff resources; 22.7% of staff agreed. Less than one in five faculty (18.8%) thought that student services have sufficient physical facilities. Only 4.3% of staff thought that student services have sufficient physical facilities. All of the staff respondents (100%) said that they refer students to the various services available on campus, as did 94.9% of faculty.

The majority of staff (82.4%) and students (84.6%) indicated that the information contained in the student handbook is helpful to students. Most also agreed that the College informs students of their rights and responsibilities (77.1% faculty, 78.9% staff, 71.3% students). Eighty percent of staff compared to 75.3% of students and 64.9% of faculty indicated that students receive good academic advising at Miramar.

# Standard Five: Student Support and Development
## 1996 Miramar College Faculty, Staff, and Student Accreditation Survey
### Percentage of Respondents Who Agreed




Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96

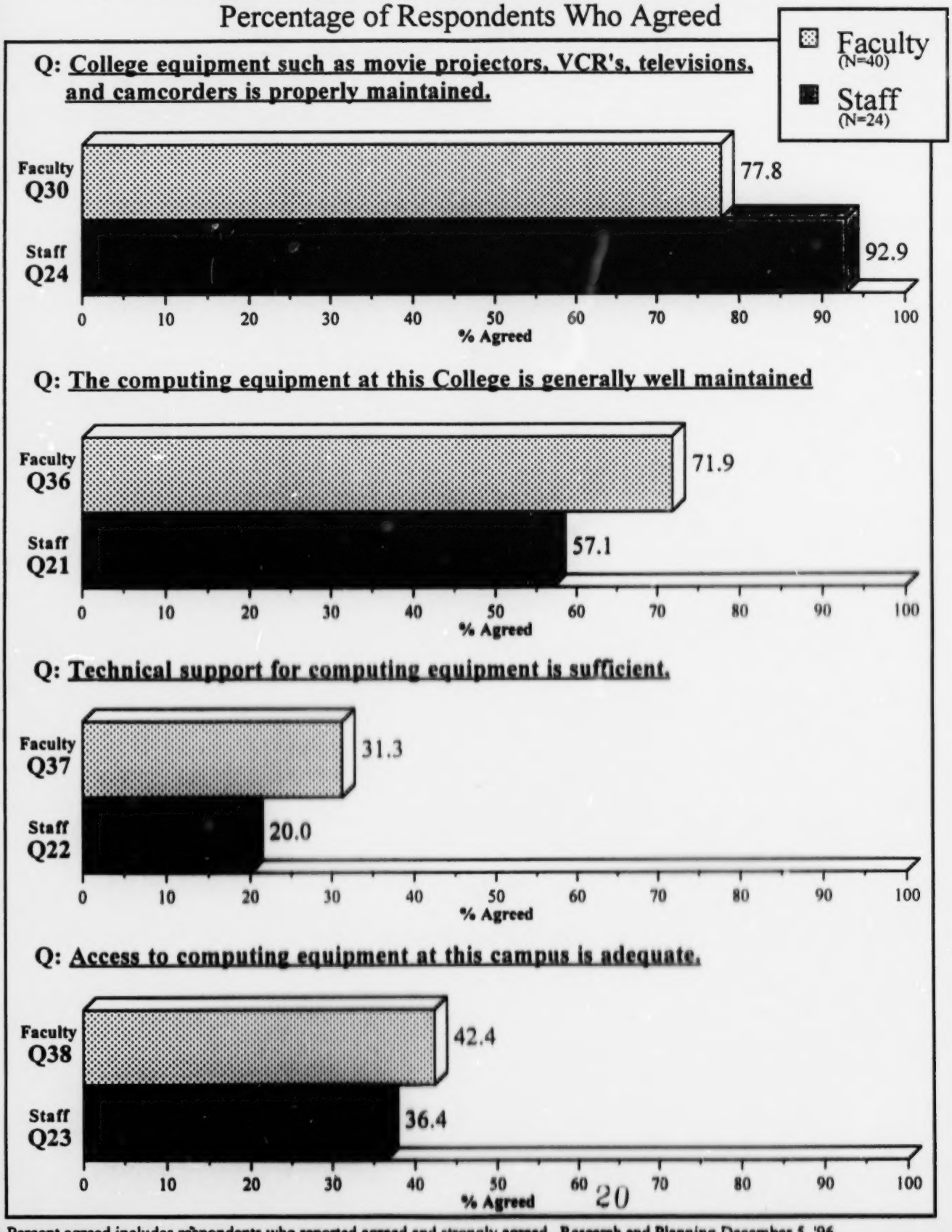
STANDARD SIX: INFORMATION AND LEARNING RESOURCES

**Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.**

The majority of faculty (77.8%) and staff (92.9%) indicated that College equipment such as movie projectors, VCR's, televisions, and camcorders is properly maintained. A smaller proportion said that computing equipment is generally well maintained (71.9% faculty, 57.1% staff). Less than a third reported that technical support for computing equipment is sufficient (31.3% faculty, 20.0% staff). Forty-two percent of faculty (42.4%) indicated that access to computing equipment at Miramar is adequate; 36.4% of staff agreed.

Faculty and students differed on their perceptions of the campus library. The vast majority of students (93.3%) reported that the College library is open when they needed it compared to 56.8% of faculty. Students were more likely than faculty to indicate that the College library has adequate and up-to-date resources for their needs (65.4% students, 40.5% faculty). Eighty-four percent of faculty (83.8%) reported giving of at least one assignment per semester that requires the use of a library; 69.4% of students indicated they had received such an assignment.

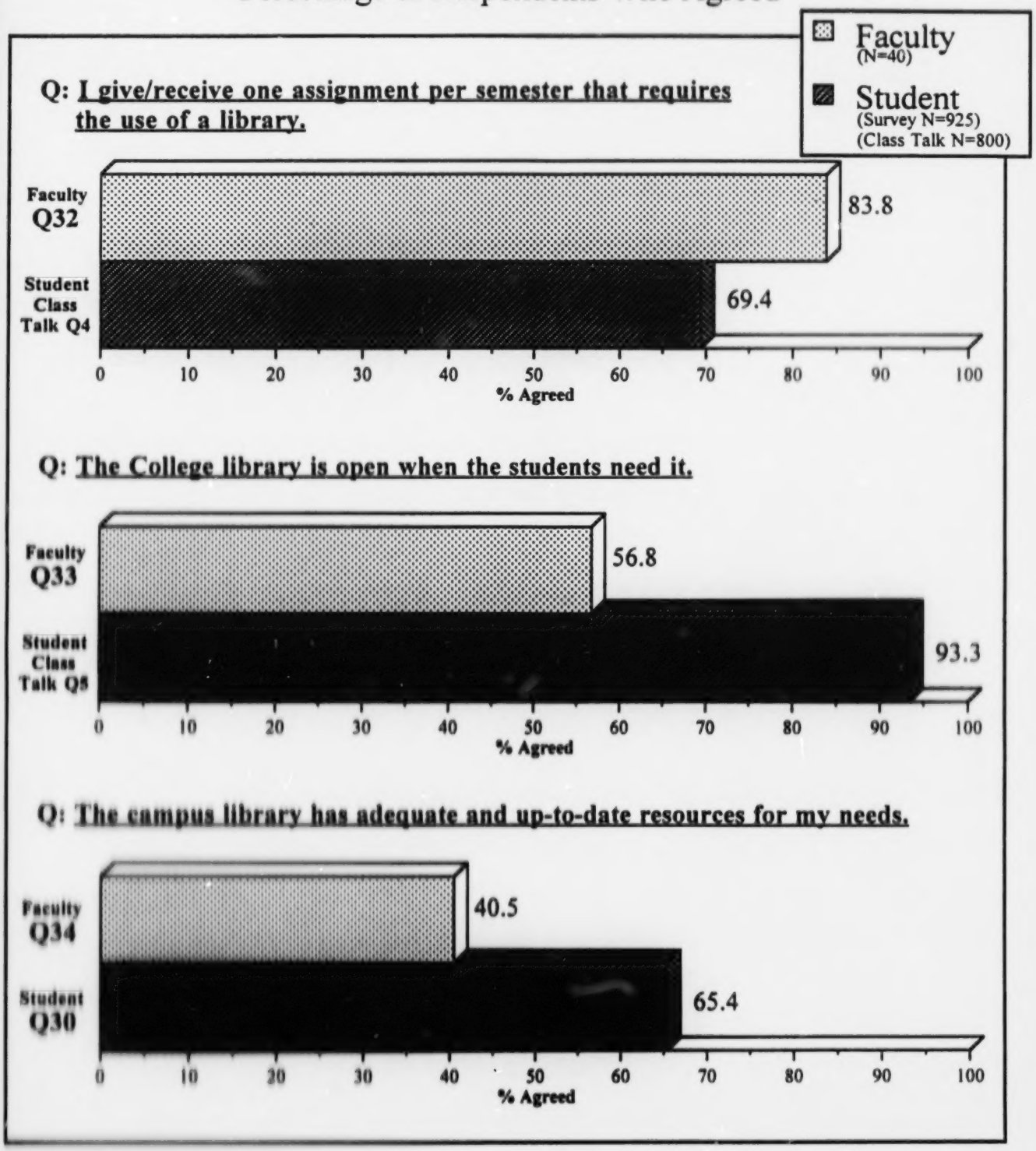
# Standard Six: Information and Learning Resources
## 1996 Miramar College Faculty and Staff Accreditation Survey
## Percentage of Respondents Who Agreed


Faculty (N=40)
Staff (N=24)
Q: College equipment such as movie projectors, VCR's, televisions, and camcorders is properly maintained.
Faculty Q30
77.8
Staff Q24
92.9
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: The computing equipment at this College is generally well maintained
Faculty Q36
71.9
Staff Q21
57.1
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Technical support for computing equipment is sufficient.
Faculty Q37
31.3
Staff Q22
20.0
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Access to computing equipment at this campus is adequate.
Faculty Q38
42.4
Staff Q23
36.4
0 10 20 30 40 50 60 70 80 90 100
% Agreed



Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96

# Standard Six: Information and Learning Resources
## 1996 Miramar College Faculty and Student Accreditation Survey
## Percentage of Respondents Who Agreed


Faculty (N=40)
Student (Survey N=925) (Class Talk N=800)
Q: I give/receive one assignment per semester that requires the use of a library.
Faculty Q32
83.8
Student Class Talk Q4
69.4
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: The College library is open when the students need it.
Faculty Q33
56.8
Student Class Talk Q8
93.3
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: The campus library has adequate and up-to-date resources for my needs.
Faculty Q34
40.5
Student Q30
65.4
0 10 20 30 40 50 60 70 80 90 100
% Agreed

Percent agreed includes respondents who reported agreed and strongly agreed.
Research and Planning December 5, '96

STANDARD SEVEN: FACULTY AND STAFF

**The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.**

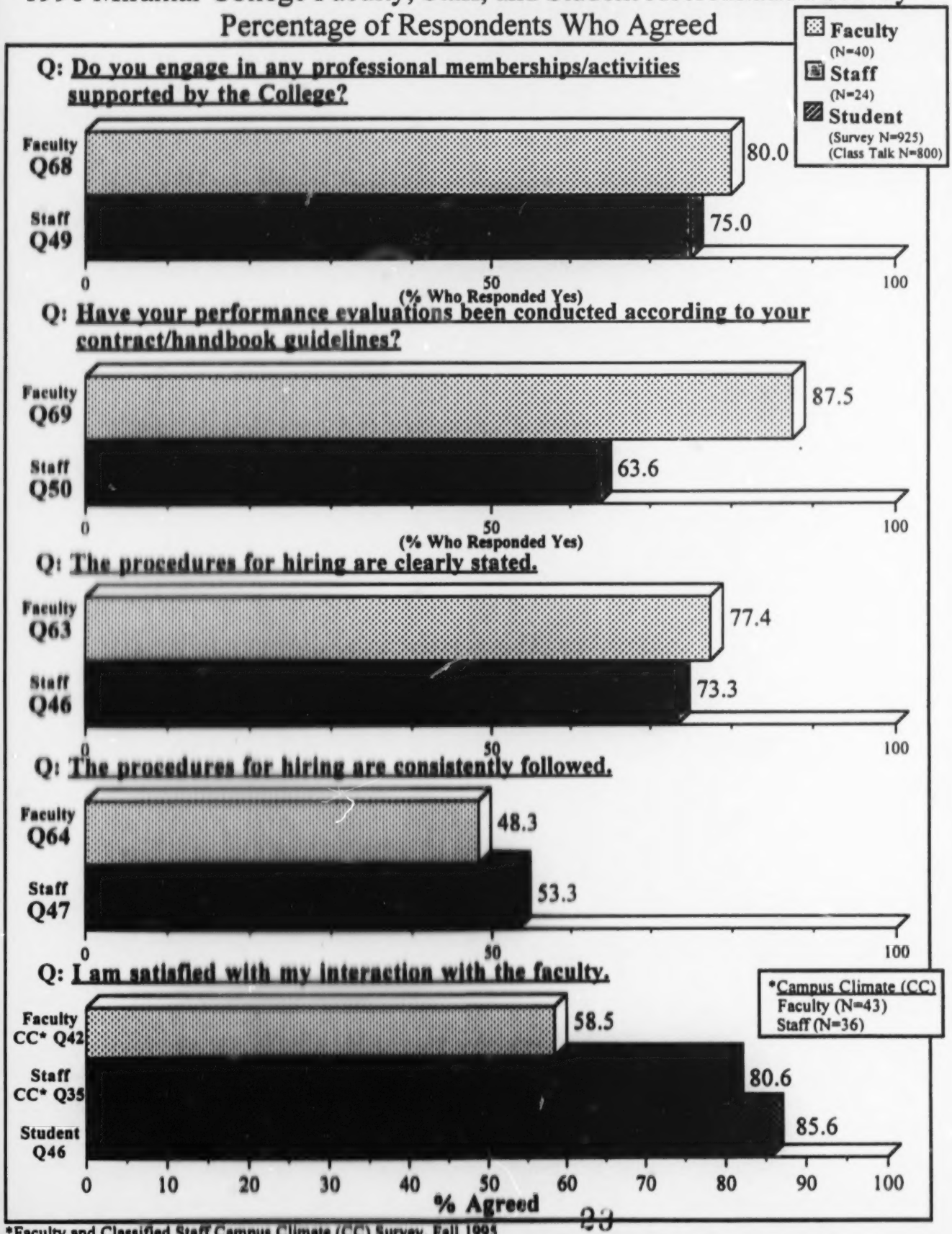
The majority of faculty (80.0%) and staff (75.0%) reported that they engage in professional memberships/activities supported by the College. Faculty (87.5%) were more likely than staff respondents (63.6%) to say that their performance evaluations were conducted in accordance with their contract/handbook guidelines. Approximately three-quarters of faculty (77.4%) and staff (73.3%) who had served on a hiring committee within the last five years indicated that the procedures for hiring are clearly stated. A smaller proportion said that procedures for hiring are consistently followed (48.3% faculty, 53.3% staff).

Students (85.6%) were the most likely, compared to staff (80.6%) and faculty respondents (58.5%), to report being satisfied with their interaction with faculty.

# Standard Seven: Faculty and Staff

## 1996 Miramar College Faculty, Staff, and Student Accreditation Survey

### Percentage of Respondents Who Agreed






*Faculty and Classified Staff Campus Climate (CC) Survey, Fall 1995

Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96

STANDARD EIGHT: PHYSICAL RESOURCES

**The institution has sufficient and appropriate physical resources to support its purposes and goals.**

A majority of faculty (68.4%), staff (95.8%), and students (89.3%) said that the campus grounds are pleasing and adequately maintained. Most of the respondents also said that exterior features of the campus buildings are well maintained (63.2% faculty, 82.6% staff, 89.3% students). Staff (95.7%) were almost twice as likely as faculty (52.6%) to say that the interior of the classrooms, offices, and restrooms are adequately maintained. Students were asked about maintenance of the interior of classrooms only; 88.1% said that classrooms were adequately maintained.

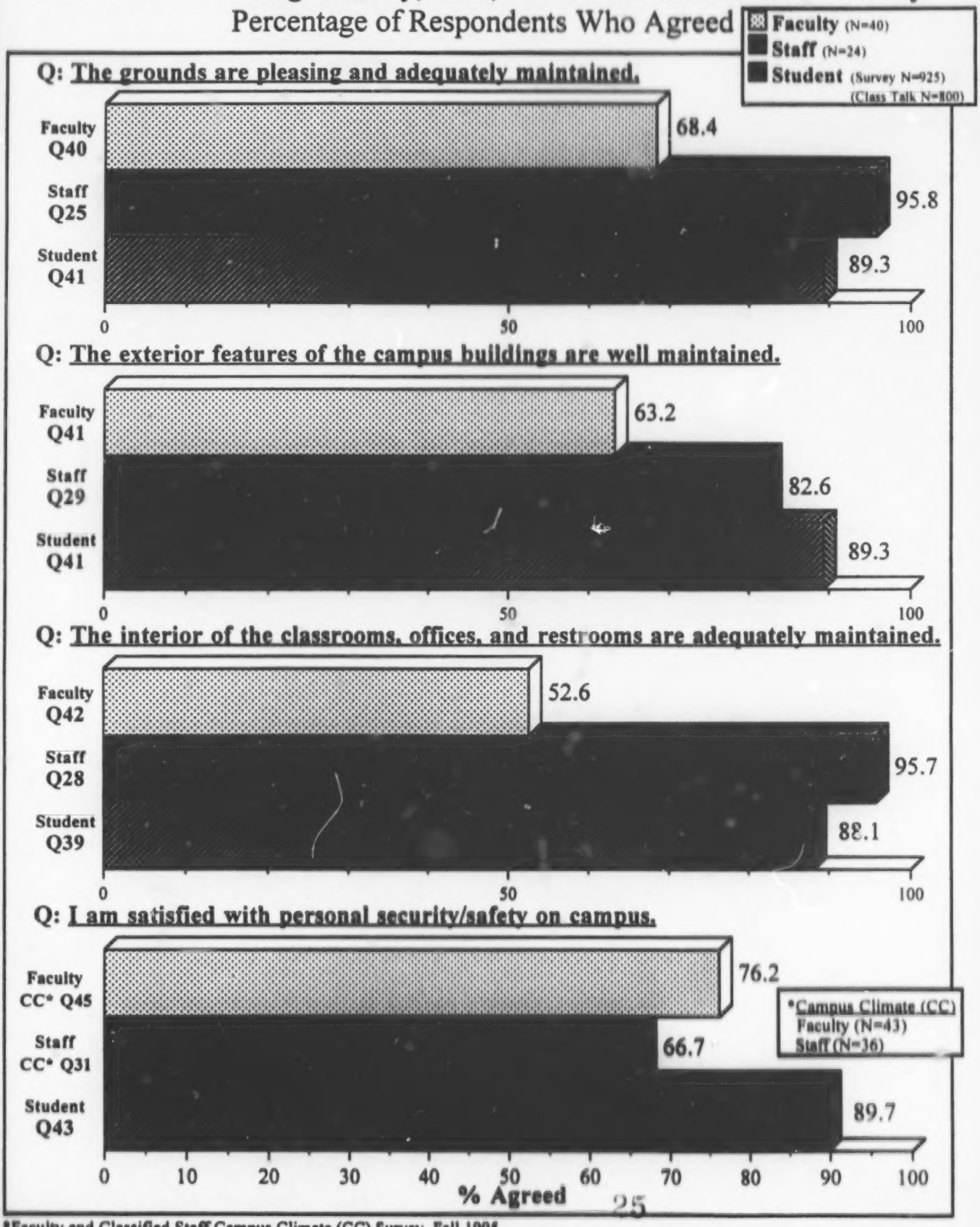
Ninety percent of students (89.7%) were satisfied with personal security/safety on campus. Faculty and staff were asked about personal safety on the Campus Climate survey administered in the Fall 1995 semester. Over three-quarters of faculty respondents (76.2%) and two-thirds of staff respondents (66.7%) were satisfied with safety on campus.

About half of the faculty (51.4%) and staff (50.0%) respondents indicated that classrooms and offices are well-ventilated and the temperature comfortable. A slightly higher proportion thought that their assigned classroom or work space is adequate to support their program or work function (52.6% faculty, 58.3% staff). Miramar staff were more likely than faculty to report that safety hazards are removed promptly (78.3% compared to 67.6%) and that the lighting of the College is adequate and kept in working order (81.0% compared to 73.7%).

# Standard Eight: Physical Resources

## 1996 Miramar College Faculty, Staff, and Student Accreditation Survey

### Percentage of Respondents Who Agreed



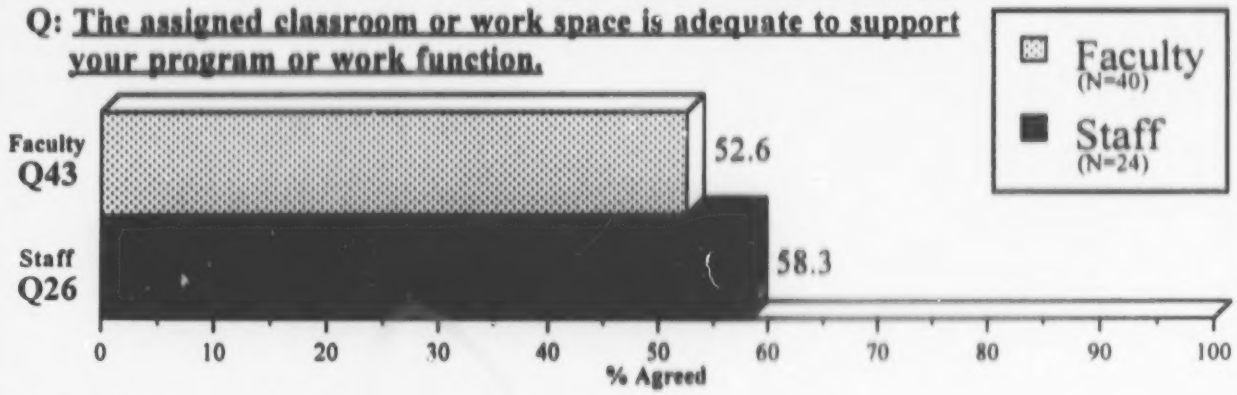



*Faculty and Classified Staff Campus Climate (CC) Survey, Fall 1995

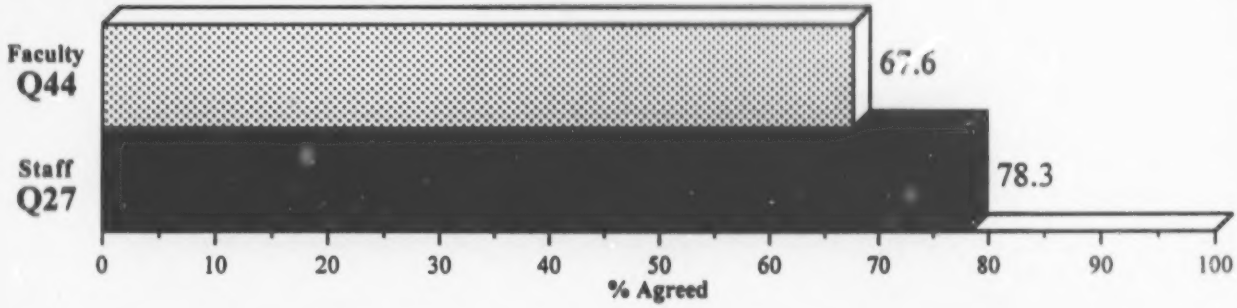
Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96

# Standard Eight: Physical Resources
## 1996 Miramar College Faculty and Staff Accreditation Survey
## Percentage of Respondents Who Agreed

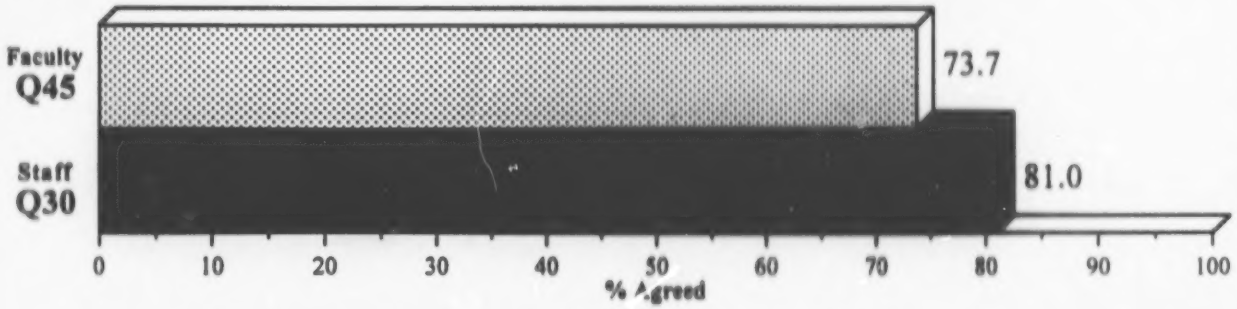
**Q: The assigned classroom or work space is adequate to support your program or work function.**



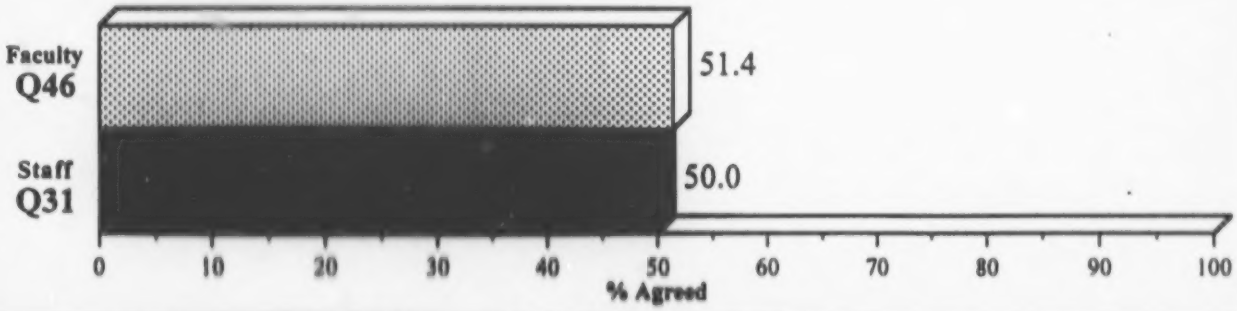

**Q: Safety hazards are removed promptly.**




**Q: The lighting of the College is adequate and kept in working order.**




**Q: In general, the classrooms and offices are well ventilated and the temperature is comfortable.**




Percent agreed includes respondents who reported agreed and strongly agreed.
Research and Planning December 5, '96

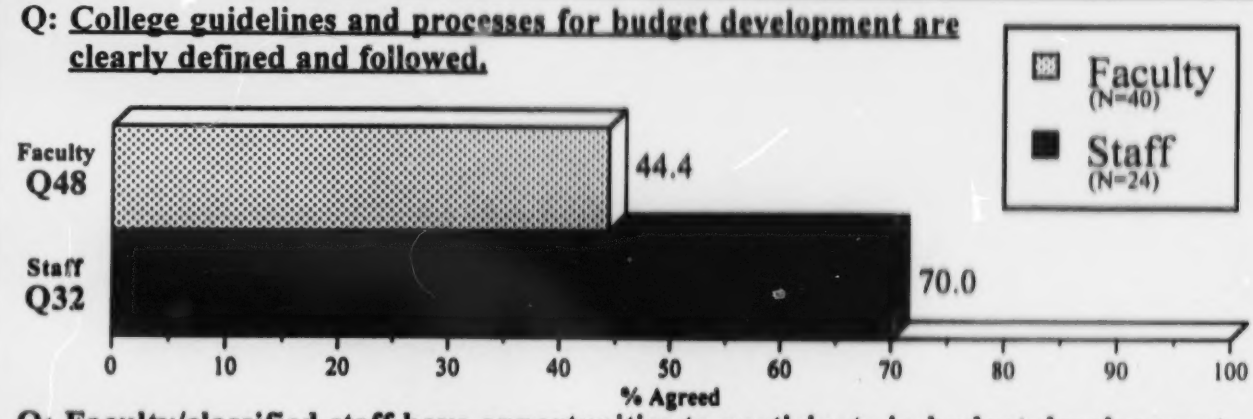
STANDARD NINE: FINANCIAL RESOURCES

**The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.**

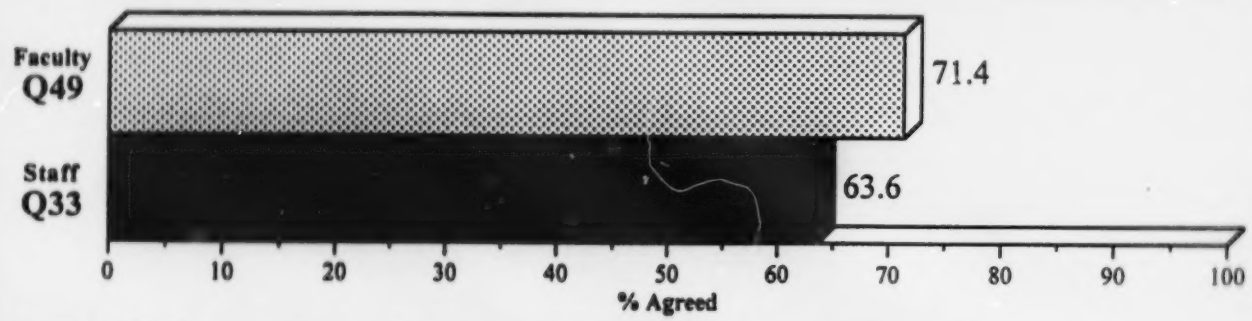
Seventy percent of Miramar staff indicated that College guidelines and processes for budget development are clearly defined and followed compared to 44.4% of faculty. Faculty respondents were more likely than staff respondents to say that they have opportunities to participate in budget development (71.4% faculty, 63.6% staff), but less likely than staff respondents to think that the College budget reflects College priorities and planning goals (55.6% faculty, 68.2% staff). Approximately one in five faculty (21.2%) and staff (19.0%) indicated that the District resource allocation process is appropriate to support College programs and services.

# Standard Nine: Financial Resources
## 1996 Miramar College Faculty and Staff Accreditation Survey
## Percentage of Respondents Who Agreed

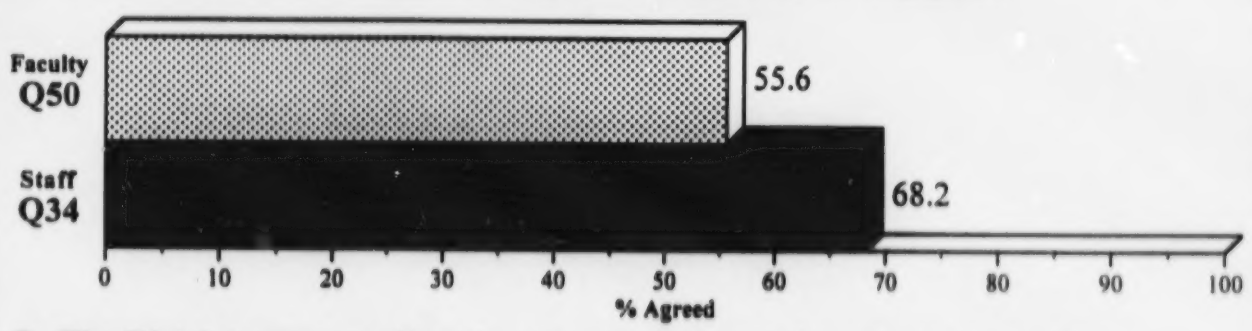
**Q: College guidelines and processes for budget development are clearly defined and followed.**



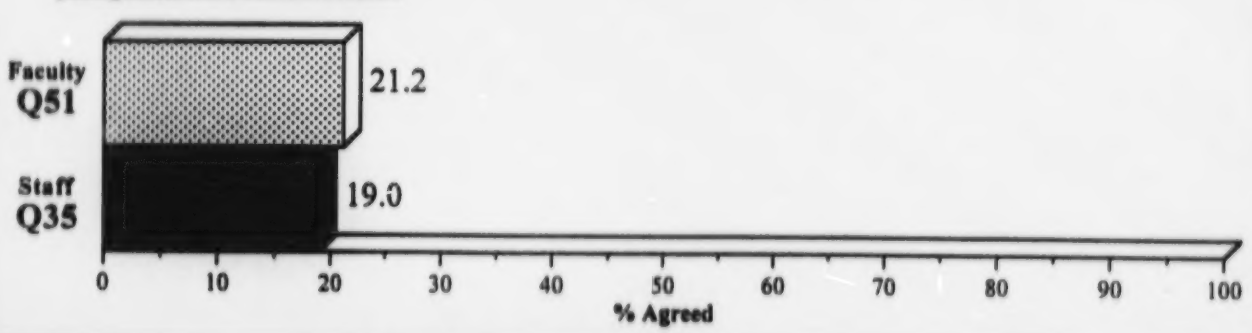

**Q: Faculty/classified staff have opportunities to participate in budget development.**




**Q: The College budget reflects college priorities and planning goals.**




**Q: The District resource allocation process is appropriate to support college programs and services.**




Percent agreed includes respondents who reported agreed and strongly agreed.
Research and Planning December 5, '96

STANDARD TEN: INSTITUTIONAL GOVERNANCE

**The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students and facilitate effective communication among the institution's constituencies.**

Faculty (65.4%) were slightly more likely than staff (61.1%) to think that the Governing Board appropriately delegates responsibility to carry out institutional policies. Staff (50.0%) were almost twice as likely as faculty (28.0%) to indicate that there are clear divisions of authority and responsibility between and among the Governing Board, the District Office and the colleges.

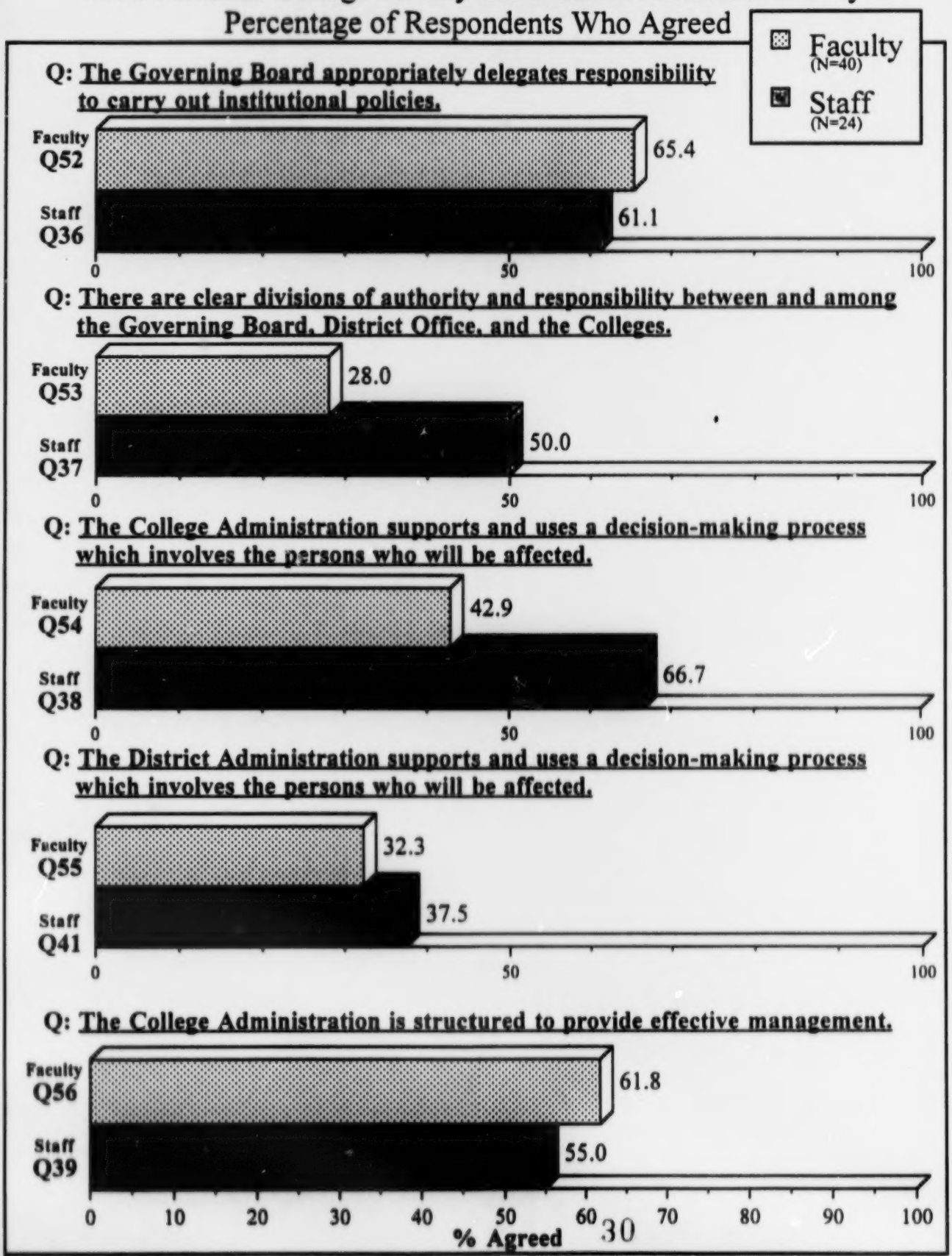
Miramar staff were more likely than faculty to indicate that the College administration supports and uses a decision-making process which involves the persons who will be affected (66.7% compared to 42.9%), but less likely than faculty to think that the College administration is structured to provide effective management (55.0% compared to 61.8%).

Similarly, Miramar staff (37.5%) were slightly more likely than faculty (32.3%) to state that the District administration supports and uses a decision-making process which involves the persons who will be affected, but slightly less likely than faculty to report that the District administration is structured to provide effective management (45.0% compared to 48.5%).

Most of the respondents thought that their respective senate effectively meets its responsibilities (72.2% faculty, 81.8% staff). Approximately two-thirds of both groups thought that they exercise a substantial voice in matters related to programs, personnel, and College policies (63.9% faculty, 66.7% staff). An equal proportion felt that they are sufficiently involved in College policy and decision-making through committee work (77.1% faculty, 77.3% staff).

Ninety percent of staff respondents were aware of the student's role in various governing planning, budgeting, and policy making bodies, as were 85.3% of faculty and 70.0% of students.

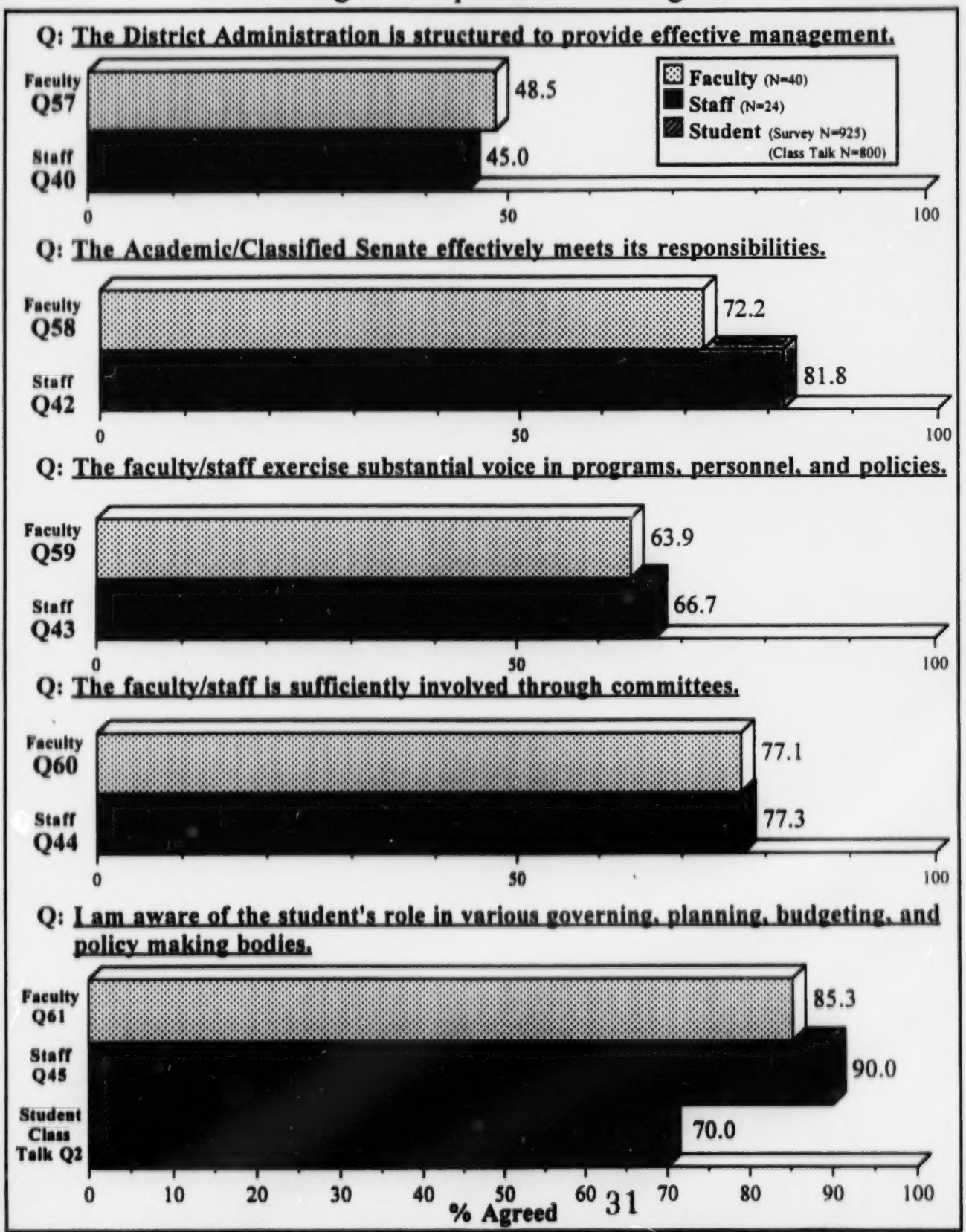
# Standard Ten: Institutional Governance
## 1996 Miramar College Faculty and Staff Accreditation Survey
## Percentage of Respondents Who Agreed






Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96

# Standard Ten: Institutional Governance
## 1996 Miramar College Faculty, Staff, and Student Accreditation Survey
## Percentage of Respondents Who Agreed






Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96